

Student Support Team

Newsletter

VOLUME III, ISSUE 2

MAY 2009

DID YOU KNOW?

99.27% or 410 of 413 children who were referred by Part C prior to age 3 who were found eligible for Part B had an IEP developed by their third birthdays.

Source: 2007 - 2008 Vermont Part B Annual Performance Report.

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Serving Students with Low Incidence and Intensive Disabilities

As the newest member of the Vermont Department of Education, Student Support Team, and swimming in the rising sea of government and special education acronyms, I am pleased to be serving special educators, teachers, paraeducators, administrators, parents, and related service professionals as your DOE consultant in the field of **low incidence and intensive disabilities (LIID)**.

The scope is wide: learning impairment, visual and hearing impairments, deafblind, other health impairments, multiple disabilities, and mobility, to name a few. I shall meet directly with various disability service groups and providers, offer technical assistance to those in the field; provide my assistance and perspective to the Alternate Assessment creators; and work as part of teams for focused monitoring, home schooling, and independent schools.

With my prior background of school administration, college teaching in developmental disabilities, occupational therapy, mental health worker, reality therapy faculty, and parent, I have taken the dive into many arenas here at Department of Education (DOE). With your input, I embark upon the journey to identify your underlying questions and needs in serving students with intensive and/or low incidence disabilities. I hope to identify professional development supports for personnel serving this population and potential for developing a state (Extended Year Program) EYP guidebook in my early endeavors.

My first task is to connect directly and indirectly with Special Education Directors, I-Team and the Center on Disability and Community Inclusion (CDCI), programs serving student groups, families, and others connected with the field. As I gather your questions and issues, I will provide one more DOE resource for you.

Monthly, I will gather your **Care to Share** items- listings which might benefit others throughout the State. Listed below are a few upcoming (or FYI) events and resources which might be of interest to share with your team. Please pass them along to staff or parents who need to know. When you have an item to share, please send it by email to me.

Meanwhile, thank you for the warm welcome. Vermont is quite an amazing, wonderful place. You can reach me at joan.larsen@state.vt.us or call (802-828-5120).

**~ Joan Holcombe Larsen,
Special Education Consultant**



General Supervision Team Data Analysis and Reporting Team Update:

2007 - 2008 Local Annual Performance Reports and December 1, 2008 Child Count Reporting:

Dave and Mike have begun the presentations on Local Reporting of Annual Performance Report data and the 12/01/2008 Child Count to the regional Special Education Administrator groups. The presentation will provide a review of the statutory context for the local reporting requirements, and an overview of the local Child Count and APR data reports that will be published on the Vermont Department of Education web site in June. Each Administrator will receive a report customized to reflect the actual data for their Supervisory Union.

We look forward to sharing this information with the regions on the following scheduled dates:

Northwest-Friday, June 5.

Southeast- Friday, June 12.

2008 - 2009 Parent Involvement Survey:

As part of the Annual Performance Report, we are continuing to implement the Parent Involvement Survey. We will be utilizing the same survey instrument from the National Center for Special Education Accountability Monitoring.

We anticipate that the 2008 - 2009 survey will be mailed out between mid-May and the end of the school year.

To increase response rates, we are working with the survey vendor to determine the exact dates of mailing so case managers and Supervisory Union staff can alert parents of the survey's arrival. Please contact Dave Phillips at 828-5936 or david.phillips@state.vt.us, if you would like additional survey information to include in SU, district or school-level communiqués to parents before the survey is sent.

~ Dave Phillips & Mike Bailey

Monitoring Team

The Monitoring Team has just wrapped up another year of Focused Monitoring. We are currently putting the finishing touches on the last couple of reports, and gearing up for several May meetings to evaluate the FM process. We are meeting with peer and parent team members and other DOE staff who participated on the visits to get their perspectives on the process...what we are affectionately calling "the good, the bad and the ugly". We are interested in what they liked and think we need to keep, what they disliked and think we need to modify, and then lastly, what we need to delete from the process entirely. We are also having a similar meeting with the special education administrators whose supervisory unions were monitored.

Our annual stakeholder meeting is quickly approaching as well. The date and location have been changed...it will be held at the Fletcher House in Chester on Thursday, May 28, 2009 from 8:30-4:00. During that meeting, we plan to provide our stakeholders with a "year in review", a data presentation and discussion, a panel Q and A session with the participants from the visits (peer and parent representatives, DOE staff and special

education administrators), and then finally we'll have a discussion regarding next year's focus for the Monitoring Team. The Stakeholders will be determining what area/s we will focus our attention during the 2009-2010 school year.

Once the stakeholders have identified the State Performance Plan (SPP) indicator (i.e. LRE) we will rank and select the supervisory unions. We anticipate notifying those supervisory unions through the special education administrator in June.

As a reminder, if your supervisory union is due for a compliance monitoring, please provide the Monitoring Team with the initial evaluation worksheet and copies of the IEPs of students who have transition plans no later than July 15, 2009. For more information, please check out the Compliance Monitoring page on the VTDOE website: http://education.vermont.gov/new/html/pgm_spd/policy/monitoring/compliance.html

~ Alicia Hanrahan

Student Support Team— Save the Date



May

Deafblind Advisor Training Project- Face to Face Training
May 20 and 21, 2009. Perkins School for the Blind. Module 3: Assessment and Program Development . To register: contact Cheryl Harvey at nec@perkins.org or download the form at <http://www.necdbp.org> and fax it to 617-972-7354

Focused Monitoring Stake Holder Meeting-
Fletcher House, Chester, VT —May 28, 2009. 9:00 am-4:00 pm

June

Vermont Special Olympics Summer Games
UVM, Burlington, VT. Vermont FUNfitness screenings in “Olympic Town” Saturday, June 6th, 2009 from 10am-4pm over 300 athletes. For more information http://www.vtso.org/summer_games.php

ISE SUMMER 2009 COURSES:

The Vermont State I Team is pleased to be offering the following three courses this summer. All courses will run from **June 22 to August 6**. For more information, please contact Tim Fox at timothy.fox@uvm.edu or Ginny Iverson at Virginia.iverson@uvm.edu.

EDSP 302: Physical and Developmental Characteristics of Individuals with Disabilities, Ginny Iverson, Instructor

EDSP 200: Curriculum and Technology in Intensive Special Education: Collaborative Consultation, Peer Supports, and Paraeducators, Tim Fox, Instructor

EDSP 228: Advanced Methods and Curriculum in Intensive Special Education, Ginny Iverson, Instructor

All courses are UVM courses and are taught online using Blackboard Register online at <http://www.uvm.edu/~rgweb/>



A Photo from Adventure Day 2009

Department of Education – Calendar of Events
<http://education.vermont.gov/new/html/dept/calendar.html>

Training, Professional Development & Learning Opportunities
Agency of Human Services

Many trainings, along with on-line registration, can be found at <http://humanservices.vermont.gov/professional-development>

Educational Support System

There are new additions to the Educational Support System portion of the Vermont Department of Education web site. In addition to the sample forms and templates already posted (EST referral forms and EST plan forms), we have added **EST Flow Charts** and **EST Roles and Responsibilities**. The new additions were created during our consultations with Vermont schools. The flow charts added are designed by grade range. The roles and responsibilities are designated for small schools and larger schools. Visual flow charts help teachers understand the steps in the EST process. Written and clearly defined roles for the various persons involved in the EST process clarify role parameters and assure continuity during membership transitions. These documents are available in PDF and Word formats. All the forms and templates are presented as samples with the Word format available so that schools can make tailor them for their schools.

We hope you will find these new additions helpful.

~ Bev Heise



Comprehensive System for Student Success (CS³) Update

The Comprehensive System for Student Success (CS³) Project that began in 2007 has now moved into the phase of piloting a systems analysis tool in two Vermont schools. The purpose of the CS³ Project is to update and enhance Department of Education (DOE) guidance and policy related to the Educational Support System. The work of a large planning group composed of representatives from schools, human services agencies, parent organizations and the DOE drew to a close with the development of a rough draft document to guide a school and community analysis of their educational support system. A smaller group composed of two principals whose schools will pilot the self-study and two educational support system consultants have continued work on the draft document. A final draft of the document will be completed by June, 2009 and will be piloted in the 2 schools during the 2009-2010 school year.

The self study examines a comprehensive educational support system built on a framework of 8 specific areas:

- leadership
- curriculum, instruction, assessment and in-class support,
- healthy development and wellness,
- family partnerships and family assistance,
- support for transition,

- data-based decision making,
- school and community partnerships and linkages, and crisis assistance and prevention.

When undertaking the self-study, a school analyzes the educational support system both qualitatively and quantitatively, determines priorities and develops a plan for systems improvement. The intended outcome of the self-study is to inform the development of comprehensive supports at the system level. As a result of the self-study process, a school may choose to pursue systems change through initiatives such as differentiated instruction (DI), response to instruction (Rtl), positive behavioral support (PBS) or may design its own initiative that will promote systems improvement.

As the next school year unfolds, we will provide updates in future Student Support newsletters regarding the educational support system studies in the two Vermont schools.

~ Bev Heise

Worksheet A's

Another quarter has gone by for Worksheet A's. I want to say kudos to all of you who fill out this form. It is a tremendous responsibility to keep track of state placed students in each school and then to report them on the different reports that the department requires. We applaud your efforts.

Below is the most frequently asked questions about the new categories of reporting students on Worksheet A.

FREQUENTLY ASKED QUESTIONS

1. What are we supposed to fill in as a description for the Case Management and Specialized Services?

Answer: It should be Sped Services I, II, or III. For case management only it would be Sped Services I. For case management and specialized services it would be Sped Services II. If you have an intensive special education program for which the reimbursement calculated in the other categories would not be sufficient, you would put the description as Sped Services III and send in the IEP Calculation sheet and a copy of the IEP. Sped Services III is where you would put all summer services.

REMEMBER — in the description also put the number of days you are billing for.

2. Do you need to send an IEP calculation sheet every quarter?

Answer: Yes, the Worksheet A is cumulative, so you have to change the number of weeks to be billed.

3. If the school district gets billed quarterly can we put that amount down on the Worksheet A?

Answer: Only if the quarter the bill is for coincides with the Worksheet A ending dates; October 31, February 28 or 29, and June 30. If it doesn't coincide you will have to prorate the amount.

REMEMBER — Do not use June 30 as the ending date unless that service was provided through that date.

4. If a student has speech and language with an outside consultant, do we put that service under K-12 Speech and Language Services on the Worksheet A?

Answer: No, only Speech and Language Services that are provided directly by a pathologist or speech teacher that is an employee of a district should be under this category.

If you have a contract with an outside source, it should be described as Contracted Services and a copy of the contract for that service and a copy of the student's IEP should be sent in with the Worksheet A. You need to only send this contract once.

5. If we have a special education program that is in a separate location from the general education classes and the students are not educated with their peers, what do we put in the description?

Answer: In the description put the name of the program and the organization offering the program and the number of days you are billing for.

7. If the district has a program that is co-located with general education classes, what do we do?

Answer: In the description put the name of the program, the school operating the program, and the number of school days being billed. A District Operated Calculation Sheet needs to be sent in with the Worksheet A.

If you have any questions on how to fill out either the IEP calculation sheet or the District Operated Calculation sheet, please fill free to call Donna Trucksess at 828-5931.

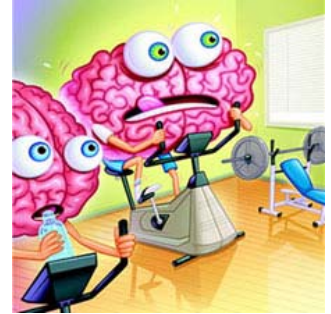
~ Donna Trucksess



A Picture from Sabine's window

Brain Gains – CBC's The National Feature Video

Can exercise help students learn? It's an exciting idea, and one that's being tested in the U.S. and Canada. One pilot program took place at an alternative high school in Saskatoon, Saskatchewan during the spring of 2008. Teacher Allison Cameron put her grade 8 students on treadmills during class and tracked outcomes related to engagement, behavior, attendance and academics. The positive results were astonishing! To find out more about her experiment, including academic performance results click [here](http://www.cbc.ca/national/blog/special_feature/brain_gains/allison_answers_1.html).



Viewer questions are answered by Allison Cameron:

http://www.cbc.ca/national/blog/special_feature/brain_gains/allison_answers_1.html

~ Lindsay Simpson, Physical Education Consultant



Reimbursement for residential placements:

Please make sure anyone who is acting as an LEA rep (principals, building based sped directors and SU sped directors) and signing off on funding for a residential placement knows the residential review process.



In order for a LEA residential (IEP placement not state placed) placement to be eligible for special ed formula reimbursement the LEA must go through the residential review process. If the IEP team decides on a residential placement and does not utilize the recommended approved and cost effective schools (recommended by DOE) and chooses a higher cost placement they will only be eligible for reimbursement up to the cost of the recommended school.

Please verify that your LEA reps know this.

~ John Spinney, Education Consultant

RESOURCES

Scientifically Based Education Resources

The Access Center (K-8)

<http://www.k8accesscenter.org>

Research in Special Education: Scientific Methods and Evidence-Based Practices

ideapractices.org/ps/Final_Manuscript-Scientific_Research_in_Special_Education_R3.pdf

National Center on Positive Behavioral

Interventions and Supports website—<http://www.pbis.org>

The Florida Center for Reading Research

<http://www.fcrr.org>

National Dissemination Center for Children with Disabilities Research Center website at

<http://research.nichcy.org>

Resources supporting Progress Monitoring Research:

The National Center on Student Progress Monitoring information can be accessed at:

<http://www.studentprogress.org>

The Office of Special Education Programs (OSEP) has funded the Research Institute on Progress Monitoring to develop a system of progress monitoring to evaluate effects of individualized instruction on access to and progress within the general education curriculum.

<http://www.progressmonitoring.org>

National Research Center on Learning Disabilities

This resource includes a learning disabilities resource kit on determination procedures and Rtl. <http://www.nrcdd.org>

The Center on Instruction provides information on scientifically based research and information on K-12 instruction in reading, math, science, special education, and English language learning. <http://www.centeroninstruction.org>

The Institute of Education Achievement at the University of Oregon has continuously updated research on scientifically-based instructional practices. <http://www.idea.uoregon.edu>

The IRIS Center, funded by the U.S Office of Special Education Programs (OSEP), creates course enhancement materials for college faculty who teach pre-service personnel and for professional development trainers who conduct in-service trainings. The Web site materials are designed to better prepare professionals to work with students with disabilities in general education classrooms.

<http://iris.peabody.vanderbilt.edu>

Center for Early Literacy Learning (CELL)

<http://www.earlyliteracylearning.org/>

The Website for the Stern Center :

<http://www.sterncenter.org/>

<http://www.getATstuff.com> is an online “classifieds” where you can find new and used **Assistive Technology (AT)** devices for sale or donation. Residents of Vermont & all of New England can post an AT or purchase an AT.

Center for Implementing Technology in Education

<http://www.CITEd.org>

See the Online Events page on **SchoolsMovingUp** for future training events at <http://www.schoolsmovingup.net/onlineevents>

Vermont Department of Education

<http://education.vermont.gov/>

The **regional school calendar summary** for 2008-2009 has been posted on the Department's Web site --

http://education.vermont.gov/new/html/directories/school_calendars_09.html

If you need information about **human services**, log onto <http://www.screendoor.vermont.gov> or call 211

Weekly Field Memo is Now Online!

The DOE Weekly Field Memo is on the Department of Education web site at

http://education.vermont.gov/new/html/dept/field_memo.html

Field Memos and the corresponding attachments are available for download. For Field Memo information three months or older, please contact Jill Remick, 828-3154 or

jill.remick@state.vt.us. Weekly Field Memo items in **RED** indicate a legal requirement

New Resources from OSEP

The US Department of Education, Office of Special Education Programs (OSEP) has announced a new addition to the *OSEP Tool Kit on Teaching and Assessing Students With Disabilities (Tool Kit)*. As reported by Judy L. Shanley, Ph.D., Education Program Specialist; "The *Tool Kit* addendum focuses on universal design for learning (UDL). UDL is a framework for designing educational environments that help students engage in learning to increase knowledge and skills. The *Tool Kit* includes information and resources to support the implementation of UDL and is useful for policymakers, education personnel and parents to implement UDL strategies and practices. This new addition is available at <http://www.osepideasthatwork.org/> and CDs will be available shortly through ED Pubs <http://edpubs.ed.gov/> "

New Resources

The National School Boards Association (NSBA) released a new report, *A New Era in Education: Redefining the Federal Role for the 21st Century*. The paper recommends a different role for the federal government in education, including some recommendations for the new President and his education team. Additionally, the paper identifies where the federal government must immediately direct its emphasis and involvement pending the transition to this new federal role in leading the national effort to define and develop a consensus on a 21st century education. To download the report, go to:

<http://www.nsba.org/MainMenu/Advocacy/FederalRole.aspx>

- NSBA has also released a new report on AYP. The report, *An Analysis of State AYP Results for 2007-08*, can be downloaded from:

<http://www.nsba.org/MainMenu/Advocacy/FederalLaws/NCLB/AYPAnalysis.aspx>

- The Center on Education Policy (CEP) released a new report that examines how classroom practices have been influenced by NCLB and related state policies in Rhode Island. Drawn from classroom observations and interviews, the report sheds new light on how teachers, principals, and administrators have responded to the federal school accountability law. The report, *Lessons from the Classroom Level: Federal and State Accountability in Rhode Island*, found that the high-performing schools in the study and their school districts seemed to have the greatest alignment between curriculum and state standards. Teachers and administrators interviewed for the study acknowledged pressure to “teach to the test” by focusing on specific content or skills included on the state test. The report can be downloaded from the CEP website at <http://www.cep-dc.org> under “What’s New.”

- Washington DC’s public television station, WETA, operates a number of websites that provide helpful information to parents, teachers and other school personnel.

1. <http://www.LDOnLine.org> - LD OnLine provides accurate information about learning disabilities and ADHD to over 200,000 people each month. The site features hundreds of helpful articles, multimedia, first-person essays, and children’s writing and artwork. Monthly advice columns by noted experts, active forums, a comprehensive resource directory, and a Yellow Pages referral directory help parents, teachers, and people with learning disabilities decide what to do.

2. <http://www.ReadingRockets.org> - ReadingRockets.org is a national multimedia project that looks at how young children learn to read, why so many struggle, and what we can do to help them. The website includes an archive of articles, professional development webcasts, interviews with children’s authors, a daily headline service, two blogs, and much more. ReadingRockets.org also encompasses television programs produced for PBS, including *A Tale of Two Schools* and the *Launching Young Readers* series.

3. <http://www.AdLit.org> - AdLit.org is a national multimedia project that offers resources for parents and educators of struggling readers and writers in grades 4-12. The site includes research-based articles, instructional material for classroom teachers, an Ask the Experts feature, blogs by a librarian and children’s book reviewer, tips for parents, recommendations, exclusive interviews with top authors, and a free monthly e-newsletter.

4. <http://www.ColorinColorado.org> - ColorinColorado.org is an award-winning bilingual website for parents and educators of English language learners. The website offers Spanish-speaking parents a wealth of information in their native language and gives teachers the information they need to be more effective in working with children for whom English is a second language.

5. <http://www.BrainLine.org> - BrainLine.org is a national multimedia project that provides information and resources on preventing, treating, and living with traumatic brain injury. The site includes a series of webcasts, an electronic newsletter, and an extensive outreach campaign. BrainLine.org serves anyone whose life has been affected by TBI: people with brain injury, their families, professionals in the field, and anyone else in a position to help prevent or ameliorate the toll of TBI.

6. <http://www.LearningStore.org> - LearningStore.org offers educational videos, books, and software for teachers, parents, and kids. All products are carefully reviewed by education experts.

New Offerings from the State I-Team



The I-Team has been providing technical assistance, training and support to Vermont administrators, teachers, related service providers and families for over 30 years. To this end, the I-Team continues to provide on-site consultation and training to educational teams of students with intensive special education needs (e.g., students with multiple disabilities, deaf blindness, autism, severe learning impairments). The I-Team also provides school-wide, regional and state-wide training and I-Team members teach on line courses through the University of Vermont that can lead to a state endorsement in Intensive Special Education (the ISE Endorsement Program).

Next year...

1. The I-Team will be sponsoring state-wide workshops and a new on-line course for the ISE Endorsement Program on teaching literacy for students with moderate to severe disabilities.
2. The I-Team will also be piloting a new "intensive" school-based referral. We offer schools a decision-making process and training based on best practices for educating all students. The referral would be year long, following elements (see below) that would be modified to meet the needs of individual schools:

A best-practice assessment of the school: this would be accomplished with a best practice survey for school staff and families and a checklist rubric completed through interviews and direct observations by I-Team staff.

The creation of a representative school team: includes administrators, teachers, special educators, paraeducators, family members and students (grades 5 - 12).

A school team review of the assessment results with I-Team members: with selection of priority areas for improvement based on the schools needs, mission and goals.

I-Team training/coaching package development for the school to help improve the select best practices: a part of the package will be on-line training modules to be completed by selected staff prior to face-to-face training/work sessions.

Individual student referral process as a part of the school-based intensive referral system for all I-Team eligible students: student team members would also receive training on instructional program development, implementation and evaluation.

End of year best practice assessment to document progress and to set goals for the following year.

If you are interested in learning more about the I-Team, the intensive school-based referral pilot or the ISE Endorsement Program, contact the I-Team Coordinator, Tim Fox (timothy.fox@uvm.edu).

~ Tim Fox, I-Team





Foundations for Early Learning

Integrating social emotional competence with early language and literacy learning to benefit infants, toddlers, preschoolers, and their families

Project Description

Vermont is the recipient of two technical assistance grants from nationally renowned training centers: the Center on the Social and Emotional Foundations for Early Learning (CSEFEL) and the Center for Early Literacy Learning (CELL). **'Foundations for Early Learning' (FEL)** represents the integration of these two grants into a five year training program for Vermont's early childhood community that will support the social-emotional development and early language and literacy learning of infants, toddlers and preschoolers.

Project Timeline and Location:

FEL began in the summer of 2008 and continues through 2013 with an emphasis on sustainability and practice fidelity. In 2008-2009, FEL efforts concentrated on the Northeast Kingdom counties of Caledonia, Essex, and Orleans.

In 2009-2010, FEL will focus on the central/southern counties of the state from Orange to south Windham and from Addison south to Bennington. The FEL Training of Trainers Institute is scheduled for July 20th through July 24th and will be located at the College of St. Joseph in Rutland.

About the grants:

CSEFEL's Pyramid Model is a conceptual framework of evidence-based practices addressing the social emotional development and challenging behavior of young children. CSEFEL represents nationally recognized researchers and program developers in the areas of social skills and challenging behavior. Based on evaluation data over the last five years, the Pyramid Model is a sound framework for early care and education systems, and they have developed extensive training materials, videos, and print resources to help states, communities and programs implement this model (see <http://www.vanderbilt.edu/csefel/>).

CELL is a research-to-practice technical assistance center funded by the U.S. Department of Education, Office of Special Education Programs (OSEP). The main goal of CELL is to promote the adoption and sustained use of evidence-based early literacy learning practices by early childhood intervention practitioners, parents, and other caregivers of all young children, including those with identified disabilities, developmental delays, and at-risk for poor outcomes. CELL, in its first year of operation, is developing training materials including practice guides, research summaries, and toolkits with DVD's (see <http://www.earlyliteracylearning.org/>).

Vermont has a strong history of excellence and commitment to early childhood education, intervention and mental health. These grants are representative of statewide efforts to address needs expressed by the field over the last two decades. These efforts can be traced through the development of the state's Professional Development Committee, OSEP funded professional development and demonstration projects at UVM's Center on Disability and Community Inclusion, (formerly UAP), CUPS, Northern Lights Career Development Center, and the Higher Education Collaborative.

Service Delivery Model:

CSEFEL and CELL staff will be providing the initial T/TA, materials, and will participate in the planning process. FEL will utilize an in-depth train-the-trainer's model for trainers and coaches to build capacity in each of five regions over the next five years. Trainers who complete the five-day FEL training institute will become part of a network providing professional development opportunities to early childhood professionals at the local level. A trainer's network, facilitated by the state core

Continue reading on Page 11



Foundations for Early Learning (continued)

Integrating social emotional competence with early language and literacy learning to benefit infants, toddlers, preschoolers, and their families

team, will function as a learning community to ensure support and continued learning. Those invited to be coaches will also participate in the FEL institute, including additional training opportunities focused on coaching strategies. Coaches will be expected to provide ongoing support to staff at a selected demonstration site (e.g., center-based programs, such as Head Start, child care centers and publicly funded preschools; and home-based programs, such as family child care, FITP). The three to four demonstration sites recruited will be high quality programs and expected to commit to implementing the CSEFEL and CELL practices with fidelity.

Trainers, coaches and demonstration sites from an identified region will be invited to apply to become a FEL training participant. Trainers from outside a region can apply and, dependent on availability, may be given an opportunity to participate. Although the target region for professional development will shift, trainers from previous regions will continue to be part of the project, giving valued feedback and receiving continued support.

The work of FEL is guided by a State Collaborative Planning Team, comprised of liaisons from the two national grants and representatives from the Department of Education, University of Vermont, Vermont Parent Information Center, and programs from AHS/Child Development Division including Family, Infant Toddler Program; Healthy Babies, Kids and Families; CUPS; Head Start; and Northern Lights Career Development Center. The State team also partners with regional representatives from Building Bright Futures and Children's Integrated Services to plan and implement training activities that address regional characteristics.



Project Outcomes:

FEL will review progress based on CSEFEL and CELL evaluations to ensure:

Early childhood providers and families are competent in promoting social, emotional, and language and literacy development in all infants, toddlers and preschoolers.

Early childhood providers are competent in addressing children's challenging behaviors and, as a result, fewer children are expelled from child care.

Statewide trainers, coaches and demonstration sites can teach and model evidence-based social, emotional and literacy practices and support sustainability.

Young children, birth to age five, improve functioning in social, language and literacy skills.

Young children enter kindergarten with the social, language and literacy skills necessary to succeed.

State Team Contacts:

Kate Rogers, kate.rogers@state.vt.us 802-828-5115

Maureen Sullivan, maureen.sullivan@uvm.edu 802-241-3602

Janice Stockman, jjstock@sover.net 802-257-8015

~ Kate Rogers, Essential Early Education Consultant

Special Education Directors Have Asked: What about Summer School???

Are ESY Programs again hitting your radar? Is the clock ticking and you are reduced to doing what you have always done or scrambling to find answers? ESY- Extended School Year- often synonymous with “summer programs,” is here. Perhaps we can help to guide your planning and expand your ideas for effective, responsive programs.

Many models and programs exist across Vermont and the country. Most typically special educators and administrators seek solutions to solve dilemmas of distance, limited providers, diverse student needs, inclusionary ideals, and funding realities. Where to begin? Here is a review of our regulations, model options, and critical considerations:

Reviewing the “ins and outs” of ESY Rules and Regulations.. what do we have?

Regulations: Vermont Department of Education-

2360.2 Free Appropriate Public Education (FAPE)

(h) each school district must ensure that Extended School Year Services (ESY) are available as necessary to provide FAPE consistent with Rule 2363.8(h) and at no cost to the parents of the child.

2363.8 Content of IEP

(1) ESY services shall be provided only if a child's IEP team determines that the services are necessary for the provision of FAPE to the child because one or more of the following factors is evident:

- a. ESY is essential to permit the student an opportunity to reach reasonably set education goals;
 - B. There has been a significant amount of regression over the past winter, spring and summer vacations and recoupment did not occur within a reasonable amount of time;
 - c. The severity of the student's disability presents a danger of substantial regression; or
 - d. the student's transitional goals require continued programming beyond the school year IEP.
- (2) A school district or IEP team may not limit extended school year services to students with particular disabilities
- (3) A school district shall not adopt a policy that limits the type, amount, or duration of ESY services for all children.

Federal IDEA Regulations require that programs are provided to a child with a disability beyond the normal school year of the public agency; in accordance with the child's IEP; and at no cost to the parents of the child.

ESY programs are not-

- > mandated 12 month programs
- > day care or respite care services
- > a continuation of all IEP goals or stopgap for those who did not achieve IEP goals
- > a catch-up effort in relation to peers or due to medical or transitional life situations
- > providing education beyond that prescribed in IEP goals and objectives

How do you stand ? Check your SU-ESY readiness:

(adapted from WI Dept. of Public Instruction- CESA #9)

1. ___ Our SU has its own ESY policies and procedures in place with procedures for determination of need, program planning, measuring student progress, documenting attainment of annual IEP goals, and informing parents of progress.
2. ___ Our IEP team has considered all relevant information relating to each student receiving a FAPE (not just one single criterion such as regression-recoupment) to determine necessity of ESY services.
3. ___ Decisions and services are based upon the student's individual needs (not dependent on existing programs or solely by the severity and/or category of disability).
4. ___ When a student requires ESY services, the IEP team identifies the specific IEP goals and objectives to be addressed in the ESY program.
5. ___ Programs emphasize the maintenance of the individual student's existing skills and development of emerging skills as indicated on the IEP. (Delivery methods will most likely vary from those provided during the regular school year).
6. ___ All constituents are aware that ESY services in one year do not guarantee services for the succeeding years, but instead are determined on an annual basis.
7. ___ ESY services are provided by qualified personnel.
8. ___ ESY services and programs are provided at no cost to the parents of the child.

Special Education Directors Have Asked: What about Summer School??? (continued)

In considering program designs and service delivery to match student needs, there are some specific questions you will want to answer:

Type and severity of disability- what is/are:

- a. degree of impairment?
- b. curriculum/IEP areas needing continuous attention?
- c. vocational/transitional needs?
- d. services which are essential as well as reasonable, integral to accessing the curriculum/education and/or to maintain learned skills?

Rate of Progress- what is the:

- a. degree of regression with interruption of services, detrimental to continued progress?
- b. recovery time from regression?
- c. length of time that student takes to learn a skill?
- d. critical time to work on emerging skills?

Alternate Resources- are there:

- a. planned or available community/home resources?
- b. parental ability to provide educational structure for student to maintain learned skills?

Ability to interact with non-disabled peers- does the lack of opportunity to interact with typical age-peers significantly interfere with maintenance of learned skills?

Behavioral / Physical: are there:

- a. behavioral or physical factors that negatively impact the student's ability to maintain learned skills?
- b. extended absences that impact ability to maintain learned skills?
- c. major life events that impact ability to maintain learned skills?
- d. significant behavioral challenges interfering with skill maintenance?

(Continue to page 14 for more on this article)

HARWOOD STUDENTS RECEIVE NATIONAL AWARD

Harwood Union High School's Speak Out for Understanding group has been selected by the National Youth Leadership Council and the State Farm® Companies Foundation to receive the 2009 State Farm Youth Leadership for Service-Learning Award. This year's award was presented to project advisor Maureen Charron-Shea and five youth participants (see picture on page 16) on March 20 at the 20th Annual National Service-Learning Conference in Nashville, Tenn. The group received \$1,000 to support its future work.

Speak Out for Understanding involves a group of high school students with varying abilities in learning to speak out for themselves and others. After exploring some of the challenges facing students with disabilities, the students created a documentary film to raise awareness by telling their own stories about the challenges they face as students who have been identified with attention deficit disorder, dyslexia, downs syndrome, and other disabilities. The film illuminates issues such as discrimination, stereotyping, learning difficulties, and social isolation as students suggest actions to overcome these challenges. The goals of the project parallel students' curricular and individual education goals of communication, self-advocacy, and self-determination.

The students have presented their film widely, engaging audiences at local and regional conferences, colleges, schools, service clubs, and on Vermont Public Television in discussions about these issues. Recently, the students also were honored at the Vermont State House with the Deborah Lisi-Baker Leader of Tomorrow Award "in recognition of successful leadership and advocacy skills promoting the civil rights of people with disabilities." The program has received support from the KIDS Consortium, Teaching Tolerance, Vermont Developmental Disabilities Council, the Vermont FolkLife Center, and Vanguard Productions. State Farm and the National Youth Leadership Council support service-learning programs that provide opportunities for students to have a direct impact on their communities by applying their academic skills to real-world issues.

About Service-Learning

Service-learning is a teaching method that enriches learning by engaging students in meaningful service to their schools and communities, and integrating the service with established learning objectives. It emphasizes critical thinking and problem-solving, and tackles real issues such as hunger, ecological concerns and diversity. Congratulations, Harwood students.

Special Education Directors Have Asked: What about Summer School??? (continued)

What options for program development do you have? Of these choices, what works for your students ? Are there others not listed?

Frequency of services	short days	tutoring hours	full days	Once weekly intensive blocks
Time frame	end of regular school year	end of summer program	beginning of subsequent year	continuous
Duration	1-3 weeks	4 à 6 wks	7à9 wks.	àcontinuous
Settings	School Multi-school Multi-district	home	recreational program camp work setting private summer school	residential
Delivery Style	group	individual tutoring	Inclusionary (with typical students)	with like-needs peers
Providers	regular educators (with/without paraeducators)	special educators (with/without paraeducators)	specialists (OT, PT, SLP, voc rehab, psychologists, therapists, counselors, other)	camp counselors, work trainers, other
Provider methods	Single discipline (only one service)	Multidisciplinary (specialized services offered singularly)	Trans- disciplinary (1 skilled provider offering multiple services with specialist consultation)	Interdisciplinary (dual/multiple services offered in team approach-simultaneous)

Here is one format to consider for your ESY Planning records:

(JHL adapted from WI CESA #9)

Extended School Year Planning Sheet

Student Name _____	DOB _____	CA _____	Grade _____	School Year _____
School _____ District/SU _____ Case Manager _____				

Does the child require ESY services to receive a free and appropriate public education? ☐ Yes ☐ No (explain)

If YES, identify which annual goals, including short term objectives, will be addressed during ESY:

Specify all needed services:

LIID News and Notes

Serving Students with Low Incidence and Intensive Disabilities

COACH – Training!

Choosing Outcomes and Accommodations For Children – A Guide To Educational Planning For Students With Disabilities- (VT State I-Team & UVM)

As a participant in this hands-on, practical, and best-practices three-day training program offered by Chigee Cloninger, PhD & Virginia Iverson, M.Ed. I highly recommend this training for all your special education personnel. This is a planning tool to create educational programs for students with moderate, severe and multiple disabilities, collaboratively defining the contents of a student's IEP and implementing the IEP in many general education settings and activities. The facilitation of parental input, general curriculum connections, IEP writing for measurable progress, and cohesive services for meaningful inclusion are but a few of the essential areas articulated. Ask for the next offering of this program for your staff. For more information, contact Virginia.iverson@uvm.edu.

BVI and Eligibility

The Teachers of the Blind & Visually Impaired gathered around the state for an ITV (Interactive TV) presentation, organized by Stephanie Bissonette of the VT Association for the B/VI. Presenters /facilitators, Janna Osman and Joan H. Larsen of the DOE, focused on student needs for specialized instruction, adverse effect, basic skills, 504, and other service opportunities. Four sites, with approximately 15 professionals discussed student IDEA eligibility and 504 supports to benefit children. Teachers of the visually impaired are looking to further offer their highly specialized set of skills and support for students and educators.

NEW... The Bridge Program-Care Coordination for Children with Developmental Disabilities-

The VT Department of Disabilities, Aging and Independent Living introduces *The Bridge Program* to assist families of children under age 22 who have developmental disabilities. The program will help families determine and access supports and services needed and coordinate multiple community-based services. The service is time-limited. If you have students and families who could benefit, please refer families to your local Developmental Disabilities Designated Agency or call 802-241-2614.

AFB- American Foundation for the Blind, offers 2009-2010 academic year scholarships for students who are legally blind. Contact: www.afb.org or Dawn Bodrogi, 212-502-7661.

Recommended by I-Team, Susan Edelman- for those with Deaf-Blind students...Do you have in your professional library :

Deafblindness: Educational Service Guidelines (new) – \$25

This publication is a best practice guide that educational administrators at the state, local and program levels can use to understand the implications of combined vision and hearing losses on learning; to recognize the need for specialized assessment, program planning and service delivery.

Blind and Visually Impaired Students - Educational Service Guidelines – \$25

Developed in cooperation with the Hilton/Perkins Program and the National Association of State Directors of Special Education, this publication describes essential program elements and features which must be considered when designing appropriate services for students who are blind or visually impaired, including those students with additional disabilities.

Contact: Perkins School for the blind- www.Perkins.org

Linking Health & Learning e-Bulletin

This monthly, electronic resource is intended to keep Vermont educators and youth-serving professionals up-to-date on news, resources, professional development and grant/funding opportunities related to healthy and safe schools. Issues are archived [here](#). To subscribe to the e-mail list serve write to lindsay.simpson@state.vt.us



Communication Corner

STUDENT SUPPORT TEAM



“This is where it all begins”



L to R: Maureen Charron-Shea (Project Advisor) Tucker Sargent, Grace Kirpan, Tanner Skilton, Trevor Cook, Emma Wade. Harwood High School (article page 13)

“The beginning of knowledge is the discovery of something we do not understand “ ~ Frank Hebert